

<b>Academic Expectations</b>	Learning goals that characterize student achievement.
<b>Accommodate</b>	Changes made in the way materials are presented or in the way students respond to the materials, as well as changes in setting, pacing and scheduling, with the expectation that the student will reach or exceed the standards.
<b>Articulation (as related to curriculum)</b>	<p>The school/district aligned curriculum must be well communicated to all stakeholders, implemented districtwide/schoolwide, integrated across disciplines and connected to real-life situations.</p> <p><b>Vertical articulation</b> or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from preschool through upper grades and is sometimes noted simply as “K-12 Curriculum.”</p> <p><b>Horizontal articulation or alignment</b> indicates that the curriculum is carefully planned within grade levels.</p>
<b>Assessment</b>	The measurement of student performance based on the expectations outlined in the standards. A comprehensive system of assessment includes a continuum of formative, interim, and summative measures of student progress.
<b>Authentic Assessment</b>	A broad evaluation procedure that includes a student’s performance or demonstration and reflects the actual learning experience. Performance criteria are clearly communicated and evidence of learning collected (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect “real world” applications.
<b>Benchmarks</b>	The benchmarks define expectations for students’ knowledge and skills along a developmental continuum. They define expectations for proficient students at the end of grade 4, end of grade 8, and upon graduation. Their purpose is to state clearly and specifically what the students should know and be able to do within each content standard. A district’s curriculum should include the entire progression of knowledge contained in the benchmarks.
<b>Big Ideas</b>	Describe in student-friendly language any of a number of other more formal ways of talking about conceptual understanding including principles, generalizations, concepts, enduring understandings, and essential questions.

<b>Bloom, Benjamin</b>	<a href="http://en.wikipedia.org/wiki/Benjamin_Bloom">http://en.wikipedia.org/wiki/Benjamin_Bloom</a>
<b>Bruner, Jerome</b>	<a href="http://en.wikipedia.org/wiki/Jerome_Bruner">http://en.wikipedia.org/wiki/Jerome_Bruner</a>
<b>Carter, Lisa</b>	<a href="http://www.totalinstructionalalignment.com/">http://www.totalinstructionalalignment.com/</a>
<b>Concepts</b>	<p>An organizing idea that is timeless, abstract or broad, and is represented by one or two words.</p> <p><b>Abstract:</b> Concepts stimulate higher-level thinking by causing students to rise above the fact base to gain understanding.</p> <p><b>Timeless:</b> Concepts remain constant even though the fact base that supports the concepts may change over time.</p> <p><b>Universal:</b> Concepts can be applied across the fields of knowledge.</p> <p>Concepts may be very broad macro-concepts such as "change," "system," or "interdependence;" or they may be more topic specific, such as "organism," "habitat," or "government." Macro-concepts add breadth to the study, topic-specific concepts add depth.</p>
<b>Content Standards</b>	The content standards indicate what all students should know, understand, and be able to do in a content area. Their purpose is to guide the curriculum and to communicate the breadth of the knowledge and skills to be taught to all students. A district's curriculum should be designed so that learning encompasses all content area standards.
<b>Cultural Responsiveness</b>	Teaching that uses the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.
<b>Curriculum</b>	The organization of standards into a plan that describes the manner (sequence, for how long) in which the standards will be taught and assessed; an organized course of study that engages students in learning the standards that have been identified at the national, state and local level.
<b>Curriculum Map</b>	An outline of the implemented curriculum; what is taught and when it is actually taught.

<b>Curriculum Mapping</b>	<p>Curriculum mapping is an on-going process for planning and recording the knowledge, content and skills to be taught in a classroom over a period of time. It then serves as a resource for the school and district to identify any gaps or overlaps in the curriculum. The map is realigned to standards and assessments. Student performance can validate alignment and assist in planning for curricular improvement. Curriculum mapping is an ongoing process that is never complete.</p> <p>Curriculum mapping is “a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction.” (Jacobs)</p>
<b>Dewey, John</b>	<p><a href="http://en.wikipedia.org/wiki/John_Dewey">http://en.wikipedia.org/wiki/John_Dewey</a></p>
<b>Differentiation</b>	<p>A philosophy that involves giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas and to develop products.</p>
<b>Enduring Understandings</b>	<p>Enduring understandings are statements summarizing important ideas (Principles and Generalization) and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.</p> <p>Enduring understandings:</p> <ol style="list-style-type: none"> <li>1. frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills;</li> <li>2. can transfer to other fields as well as adult life;</li> <li>3. “unpack” areas of the curriculum where students may struggle to gain understanding or demonstrate misunderstandings and misconceptions;</li> <li>4. provide a conceptual foundation for studying the content area; and,</li> <li>5. are deliberately framed as declarative sentences that present major curriculum generalizations and recurrent ideas.</li> </ol>

<b>Erickson, H. Lynn</b>	<a href="http://www.corwin.com/authorDetails.nav?contribId=503028">http://www.corwin.com/authorDetails.nav?contribId=503028</a>
<b>Essential Learning Expectations (ELE)</b>	The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. It measures student progress toward meeting a Benchmark.
<b>Essential Questions</b>	<p>Specific open-ended, thought-provoking questions that probe the factual, conceptual and philosophical levels of understanding and create interest and the "need to know." Educators are fighting a long school history of topical research. For decades students have been sent to the library to "find out about" some topic. This tradition has led to information gathering but little analysis or thought. Essential questions set students and staff free from this tedious and wasteful ritual. Inquiry becomes motivating and meaningful.</p> <p>An essential question has the following attributes:</p> <ol style="list-style-type: none"> <li>1. Essential questions reside at the top of Bloom's Taxonomy. They require students to EVALUATE (make a thoughtful choice between options, with the choice based upon clearly stated criteria), to SYNTHESIZE (invent a new or different version) or to ANALYZE (develop a thorough and complex understanding through skillful questioning).</li> <li>2. Essential questions spark our curiosity and sense of wonder. They derive from some deep wish to understand something which matters to us.</li> <li>3. Essential questions engage students in the kinds of real life applied problem solving suggested by nearly every new curriculum report or outline curriculum standards such as the NCTM and the Science Standards.</li> <li>4. Essential questions usually lend themselves well to multidisciplinary investigations, requiring that students apply the skills and perspectives of math and language arts while wrestling with content from social studies or science.</li> </ol>
<b>Essential Vocabulary</b>	<p>Vocabulary that students must know and apply to successfully meet the essential learning expectations.</p> <p>The Essential Vocabulary includes only those words a student would expect to find on summative assessments. There are many other words students and teachers should be using on a daily basis to build and demonstrate understanding of a concept.</p>

<b>Facts and Skills</b>	Defined in the Montana Content Standards, provide the details of what students should know and be able to do within a content area.
<b>Generalizations</b>	Two or more concepts stated as a relationship--essential learnings or understandings; the "big ideas" related to the critical concepts or topics of a study.
<b>Instruction</b>	The use of various strategies and methods to teach the standards. Instruction is informed by student achievement, learning targets, and other variables that affect learning.
<b>Integrated/Interdisciplinary Curriculum</b>	A curriculum that purposely links disciplines to each other.
<b>James, William</b>	<a href="http://en.wikipedia.org/wiki/William_James">http://en.wikipedia.org/wiki/William_James</a>
<b>Kaplan, Sandra</b>	<a href="http://rossier.usc.edu/faculty/sandra_kaplan.html">http://rossier.usc.edu/faculty/sandra_kaplan.html</a>
<b>Learning Progression</b>	<p>"A learning progression is a sequenced set of subskills and bodies of enabling knowledge that, it is believed, students must master en route to mastering a more remote curricular aim. In other words, it is composed of the step-by-step building blocks students are presumed to need in order to successfully attain a more distant, designated instructional outcome." (Popham)</p> <p>The essential learning expectations describe learning progressions for the Montana Content Standards.</p>
<b>Leppien, Jann</b>	<a href="http://www.gifted.uconn.edu/WebClasses/bio/Leppien.htm">http://www.gifted.uconn.edu/WebClasses/bio/Leppien.htm</a>
<b>McTighe, Jay</b>	<a href="http://www.jaymctighe.com/">http://www.jaymctighe.com/</a>
<b>Pacing Guides</b>	Pacing guides are timelines or schedules that delineate an alignment of learning expectations/concepts, topics, and skills related to a particular curriculum using a set of materials/resources. It outlines what a teacher is expected to teach and students are expected to learn during a specified time. Pacing guides come in various formats that include time period, learning expectations based on standards, specific unit/topic/lessons, resources/materials, as well as formative

	<p>and summative assessments. Quality pacing guides do more than keep educators on track and ensure curricular continuity across schools. Quality pacing guides are designed to outline what to teach and how to teach with exemplary curriculum materials, lessons, and instructional strategies. Addressing the learning progressions in a pacing guide can lead to instruction that builds on student learning to maximum academic growth. Pacing guides can be a roadmap for accelerating learning for gifted and talented students. Effective pacing guides are flexible, set a realistic time frame, place topics in a sensible order, challenge students, determine resources to use, and develop a sense of how long instruction may take. Pacing guides should be adjusted through frequent revisions based on input from educators.</p>
<b>Performance Descriptors</b>	<p>Performance descriptors define how well students apply the knowledge and skills they have acquired. They gauge the level to which benchmarks have been attained in terms of range, frequency, facility, depth, creativity and quality. Achievement of curricular goals is assessed by the performance descriptors.</p>
<b>Performance Rubric</b>	<p>A set of criteria describing students' performance, along a continuum from advanced to novice, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations.</p> <p>The intent of the Montana Content Standards Performance Rubrics is for classroom teachers to inform their instruction for individual learning. Effective rubrics provide feedback to improve the quality of a student's work. Guskey and Bailey (2001) believe that regularly checking on students' learning progress is an essential aspect of successful teaching. In order to facilitate learning, teachers need to provide students with regular and specific feedback on their learning progress.</p>
<b>Principles</b>	<p>Principles are two or more concepts stated in a relationship. Usually considered to be the foundational truths of a discipline. "The supply and demand of goods and services affect cost." Or "any straight line can be extended indefinitely in a straight line."</p>
<b>Program of Studies</b>	<p>A curriculum framework that incorporates core content for assessment.</p>
<b>Purcell, Jean</b>	<p><a href="http://www.corwin.com/authorDetails.nav?contribId=525151">http://www.corwin.com/authorDetails.nav?contribId=525151</a></p>
<b>Representative Topic</b>	<p>The lens through which content is explored. A topic is selected for study because it effectively illustrates the essential concepts and principles governing a field of knowledge. For</p>

	example a study of the cell as a system of interdependent parts paves the way for understanding systems of the body, the body as a system, ecosystems, etc.
<b>Structure of Knowledge</b>	Knowledge has an inherent structure or organization. In the 1960s, Hilda Taba provided a clear explanation of the different levels of knowledge abstraction and organization. She defined the hierarchy of ideas within a discipline from facts and skills to concepts to principles and generalizations and finally to theories.
<b>Taba, Hilda</b>	<a href="http://en.wikipedia.org/wiki/Hilda_Taba">http://en.wikipedia.org/wiki/Hilda_Taba</a>
<b>Tomlinson, Carol Ann</b>	<a href="http://en.wikipedia.org/wiki/Carol_Ann_Tomlinson">http://en.wikipedia.org/wiki/Carol_Ann_Tomlinson</a>
<b>Tyler, Ralph</b>	<a href="http://en.wikipedia.org/wiki/Ralph_Tyler">http://en.wikipedia.org/wiki/Ralph_Tyler</a>
<b>Unifying Concept</b>	A unifying concept defines the ideas that will focus the unit of study. It forces thinking to the integration level. Students see patterns and connections at a conceptual level as they relate the topic to the broader study framed by the lens. Unifying concepts can be broad macro-concepts or more content specific concepts.
<b>Units of Study</b>	<p>Units represent a coherent chunk of work in courses or strands, across days or weeks. An example is a unit on natural habitats and adaptation that falls under the yearlong strand of living things (the course), under 3<sup>rd</sup> grade science (the subject), and under science (the program.)</p> <p>Though no hard and fast criteria signify what a unit is, educators generally think of a unit as a body of subject matter that is somewhere in length between a lesson and an entire course of study; that focuses on a major topic (e.g., Revolutionary War) or process (e.g., research process; and that lasts between a few days and a few weeks. (Wiggins, 2005)</p> <p>Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g., Montana's Academic Expectations), as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.</p>

<b>Whitehead, Alfred North</b>	<a href="http://en.wikipedia.org/wiki/Alfred_north_whitehead">http://en.wikipedia.org/wiki/Alfred_north_whitehead</a>
<b>Wiggins, Grant</b>	<a href="http://www.grantwiggins.org/">http://www.grantwiggins.org/</a>